



NORTH CAROLINA
**Teacher Effectiveness and
School Accountability**

Round Three RESA Meetings • May 8, 2012



Overview for Today



9:00 – 9:15	Welcome and Framing
9:15 – 10:00	Accountability
10:00 – 10:45	Teacher Evaluation
<i>10:45 – 11:00 Break</i>	
11:00 – 12:00	Inter-rater reliability
<i>12:00 – 1:00 Lunch</i>	
1:00 – 2:00	Student Survey & MSLs
2:00 – 2:45	Assessments
<i>2:45 – 2:55 Break</i>	
2:55 – 3:30	Group Work and Questions

Key Ideas and Details

1. Read closely to understand what texts say and to analyze how they are constructed.
2. Determine central ideas or themes and analyze how they are developed and refined over the course of the text.
3. Analyze how major ideas and themes are developed and refined over the course of the text.

Standards, Assessment and Accountability



Focus on Teacher Effectiveness

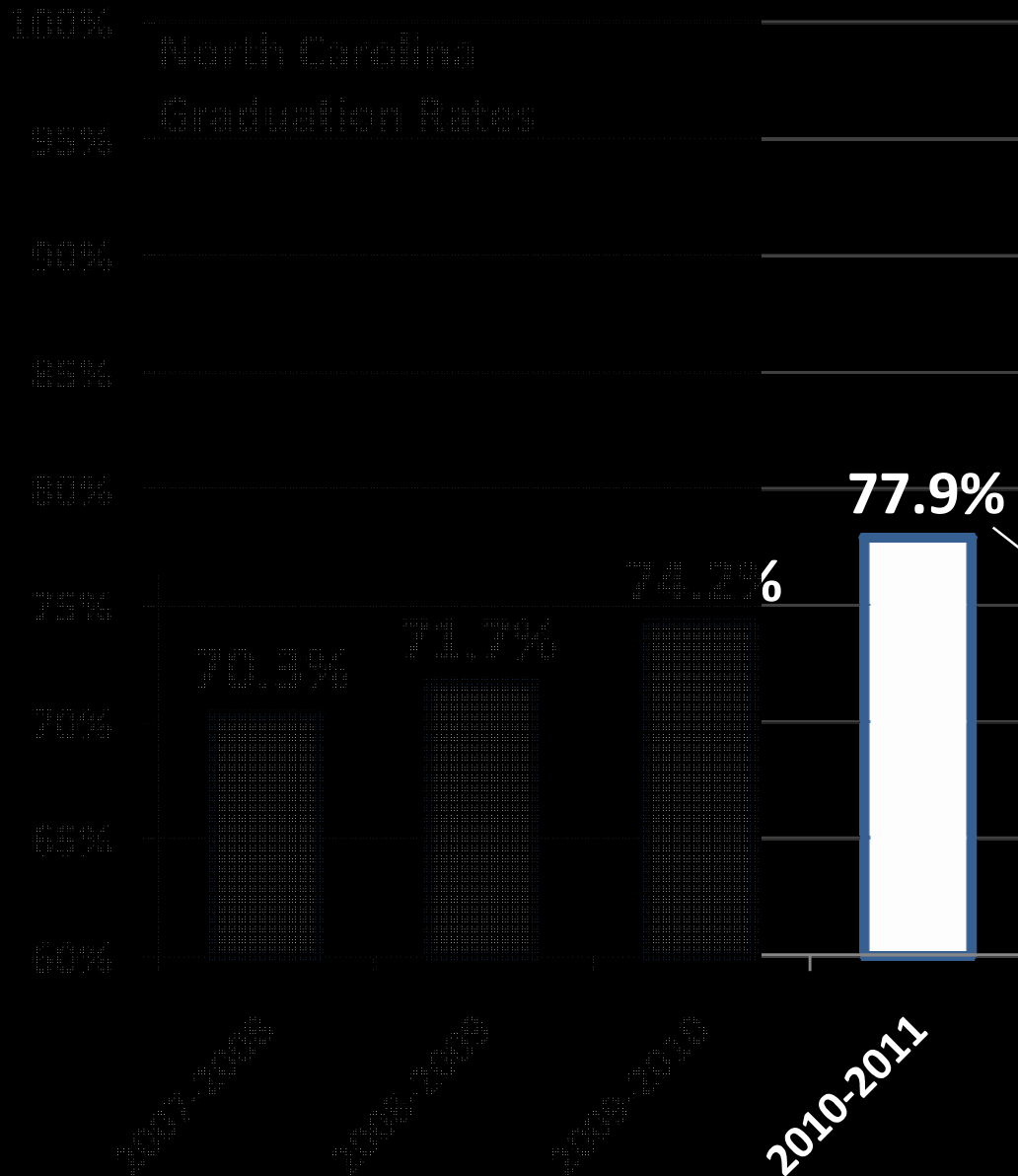


Why is this the
right work
right now?

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A Data Tour

Why is this the right work right now?



The data show very encouraging progress in North Carolina....

...at the same time, there is profound room for improvement.

$$77.9\% = \frac{85,986 \text{ graduated}}{110,377 \text{ students that were eligible}}$$

$$110,377 - 85,986 =$$

24,391 students who could have graduated *and didn't*

Why is this the right work right now?

Percentage of ACT-Tested High School Graduates Ready for College-Level Course Work in 2010²

	Nation
All Four Core Subjects	24%
English	66%
Math	43%
Reading	52%
Science	29%

Too few students are ready when they get to post-secondary institutions.



Too few students succeed at these institutions.

ACT, "College Readiness by State," 2010

National College Graduation Rates³

	Four-Year Institution National Average*	Two-Year Institution National Average**
All Students	56%	31%
White	59%	32%
Hispanic	46%	29%
Black	39%	26%
Asian	66%	33%
American Indian	38%	27%

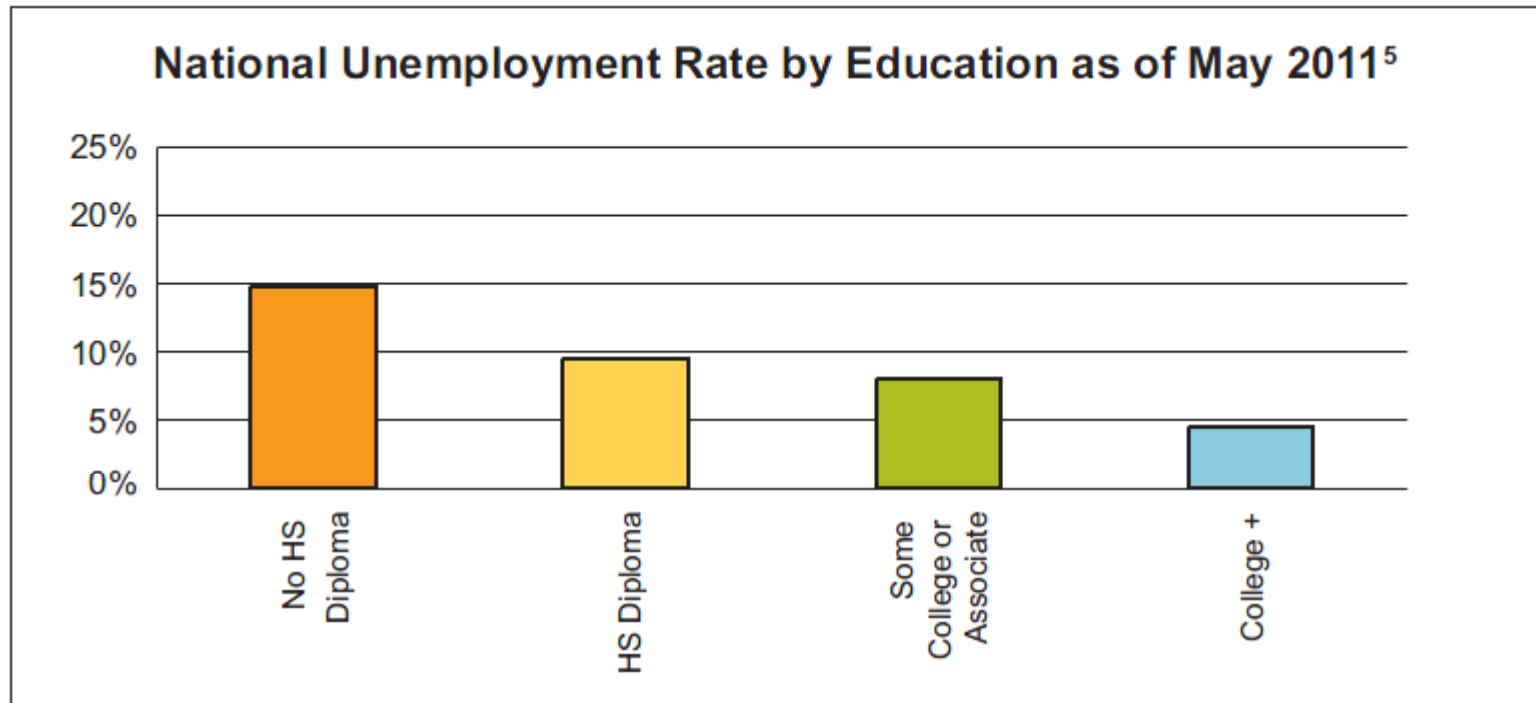
*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

Analysis of data from NCES Integrated Postsecondary Education Data System, 2010.

Why is this the right work right now?

Graduating with knowledge and skills impacts student's future prospects



Bolster economic vitality: Nearly **1.3 million** students did not graduate from the nation's high schools in 2010; the lost lifetime earnings of that class of dropouts total **\$337 billion**.⁶

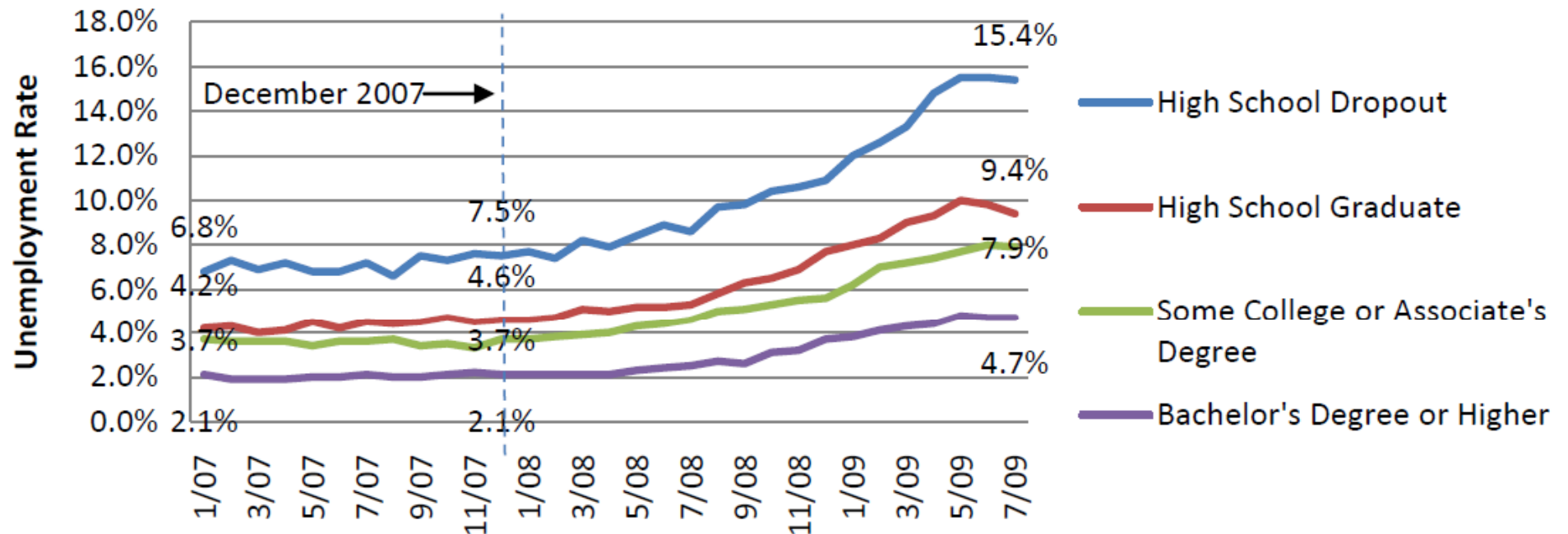
⁵ U.S. Bureau of Labor Statistics, 2010

⁶ Alliance for Excellent Education, "The High Cost of High School Dropouts," unpublished

Why is this the right work right now?

Graduating with knowledge and skills impacts student's future prospects

Unemployment Rates By Education Level



Source: Bureau of Labor Statistics, Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empsit.t04.htm> (accessed August 10, 2009).

Why is this the right work right now?

Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training.

Why is this the right work right now?

Achievement gaps persist.

**% of students graduating from High School within four years
of entering the 9th grade.**

Gender

10-11

American Indian	Female	74.7
Asian	Female	89.1
Black	Female	78.6
Hispanic	Female	72.3
Multi Racial	Female	80.8
White	Female	85.3
Total	Female	82.0
American Indian	Male	64.2
Asian	Male	84.5
Black	Male	64.0
Hispanic	Male	65.2
Multi Racial	Male	73.2
White	Male	79.6
Total	Male	73.5

% of students at or above achievement Level III in Reading and Mathematics in grades 3 through 8

10-11

American Indian	55.1%
Asian	78.2%
Black	48.5%
Hispanic	54.4%
Multi Racial	69.3%
Pacific Islander	63.7%
White	79.0%
Economically Disadvantaged	53.3% 
Not Economically Disadvantaged	82.2% 
Students with Disabilities	34.4%

Why is this the right work right now?

Our outcomes for students
are not what they *need to be*.

Why is this the right work right now?

So part (but not all) of how we address this includes

Key Ideas and Details

1. Read closely to understand what texts say (e.g., through explicit statements, inferences, and conclusions) and use textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes and analyze how and why they are developed and related to one another.
3. Analyze how major ideas and themes are developed and related to one another.

**Standards, Assessment
and Accountability**

Why is this the right work right now?

So why the Common Core?

Why is this the right work right now?

- **Equity**
Students expectations the same regardless of where they live
- **College and Career Readiness**
Students need to be more than proficient
- **Comparability**
State results will be comparable through common assessments
- **Sharing of Resources**
The ability to share instructional materials across state lines can improve practice
- **Economies of Scale**
Possible savings due to sharing of resources and assessments
- **Student Mobility**
Students moving into and out of states will have the same standards

Why is this the right work right now?

*The average gap nationally between state- and NAEP-reported reading scores is **57** percentage points.*

*...and **41** percentage points in math.*

We need to have a consistent assessment of readiness; right now, we don't.

Why is this the right work right now?

So why a New Accountability Model?

To use improved indicators to create incentives and target supports that:

- Improve Student Outcomes
- Increase Graduation Rates
- Close Achievement Gaps

Key Ideas and Details

1. Read closely to understand what texts say and to analyze how they are constructed.
2. Determine central ideas or themes and analyze how they are developed and refined over the course of the text.
3. Analyze how specific word choices shape meaning and tone, and how the syntax and other rhetorical features of the text contribute to its overall style and purpose.

Standards, Assessment and Accountability



Focus on Teacher Effectiveness

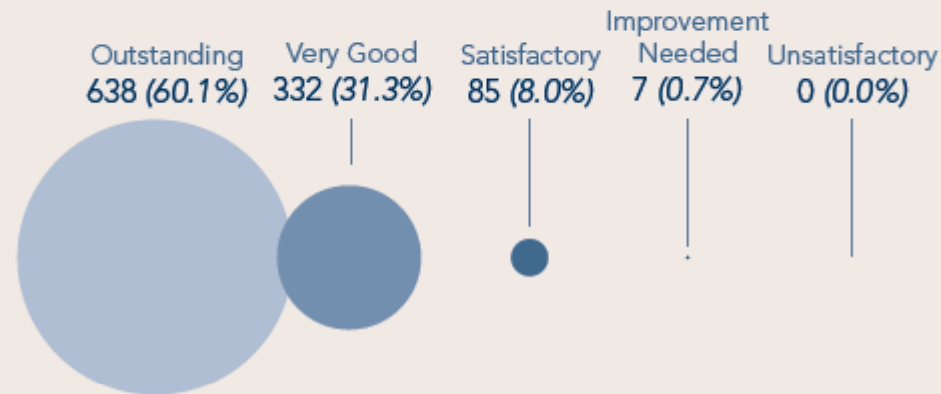
Why is this the right work right now?

“Studies show a correlation between student growth and teacher evaluations that ranges from .11 to .25. This means that there is a weak relationship between teachers being evaluated positively and growth among their students.”

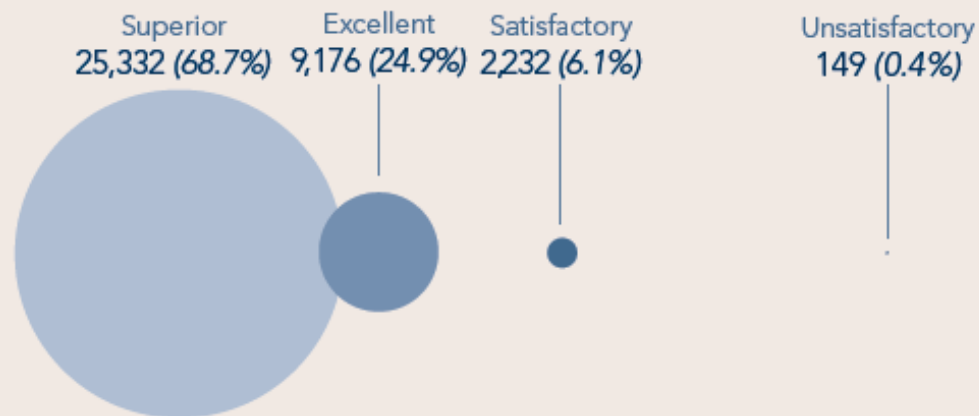
Goe, L. (2007). *The link between teacher quality and student outcomes: A research synthesis*. National Comprehensive Center for Teacher Quality.

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



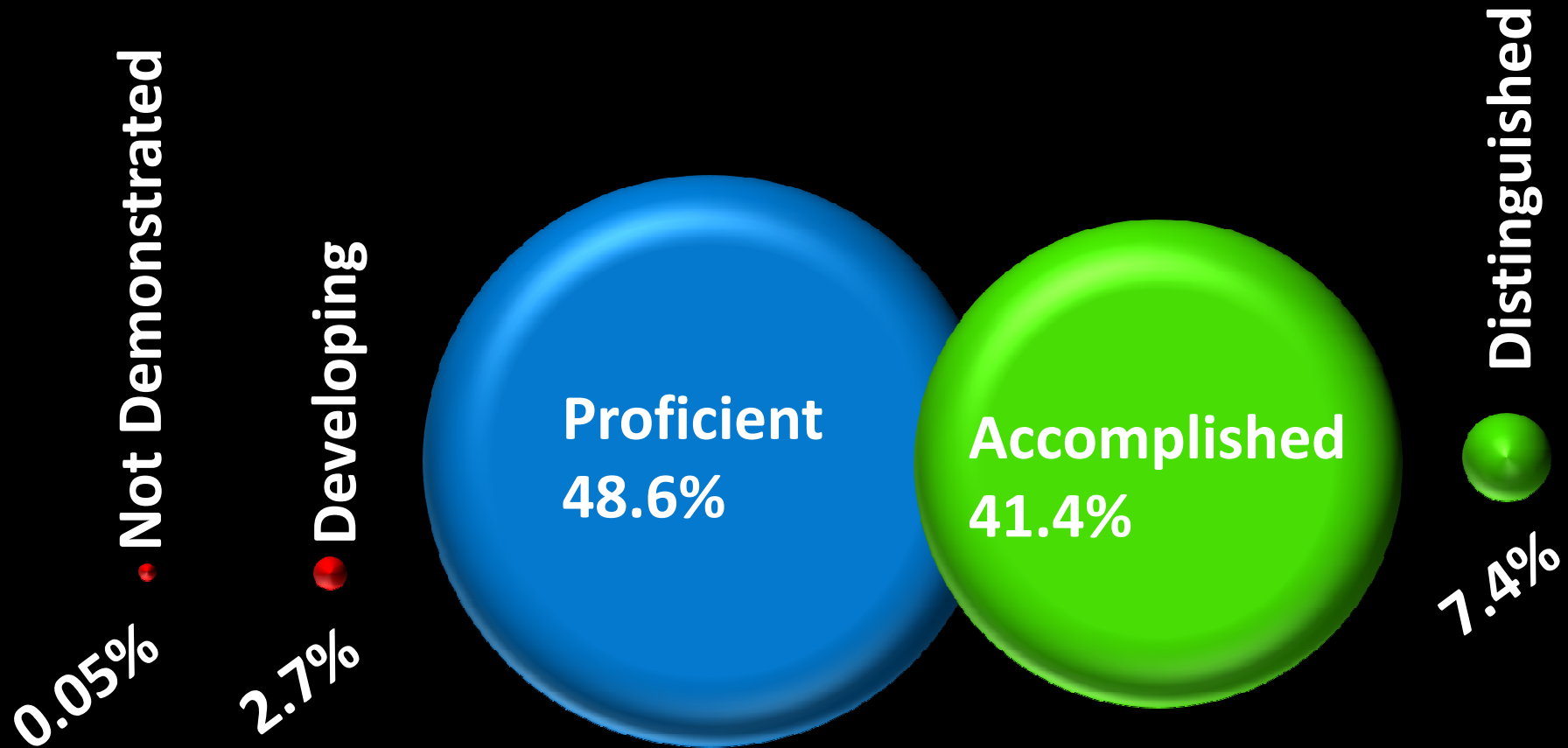
CINCINNATI PUBLIC SCHOOLS SY 03-04 to 07-08*

Distinguished Proficient/
Satisfactory Not Proficient/
Basic Unsatisfactory

Excerpted from *The Widget Effect*, 2009. Published by The New Teacher Project.

What does the initial data about evaluation tell us?

2010 – 2011 data; Only beginning teachers and career-status teachers renewing their licenses were evaluated; overall category established using each teachers median score (amongst the 5 standards).



Why is this the right work right now?

Because, in many cases, teachers don't get meaningful feedback to help them continuously improve their practice.